

SINGLE-GENDER INSTRUCTION AND ITS EFFECT ON ACADEMIC
ACHIEVEMENT IN THE MIDDLE GRADES

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ABSTRACT

The purpose of this study was to determine the effects of single-gender instruction on academic achievement in reading and math for middle grade students. The study used a representative sample of 8 public middle schools in the United States from diverse geographic, economic and racial backgrounds. Quantitative measures included scores from state standardized tests. Scores measured changes before and after single-gender implementation designs at each school. Qualitative interview data identified additional effects of single-gender instruction. Analysis of the research literature and the data from this study revealed that single-sex instruction does not negatively impact academic achievement.

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